

Education and Workforce Development Cabinet

Kentucky Board of Education

Department of Education

(New Administrative Regulation)

703 KAR 5:220. School and District Accountability Recognition and Support

RELATES TO: KRS 158.6453, KRS 158.6455

STATUTORY AUTHORITY: KRS 158.6453; KRS 158.6455

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board

of Education to create and implement a balanced statewide assessment program that measures

the achievement of students, schools and districts, complies with the federal No Child Left

Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor and ensures accountability.

KRS 158.6455 requires the Kentucky Board of Education, following revision of academic

standards and development of a student assessment program, to create an accountability system

to classify schools and districts, including a formula for accountability, goals for improvement,

and rewards and consequences.

Section 1. Overall Score for Accountability Recognition and Support. (1) An Overall Score shall

be used to classify schools and districts for recognition and support. The Overall Score shall be

a compilation of the following three accountability components:

(a) Next -Generation Learners;

(b) Next-Generation Instructional Programs and Support; and

(c) Next-Generation Professionals

Section 2. Weighting of Components Comprising the Overall Score. The total number of points earned in each component of Next-Generation Learners, Next-Generation Instructional Programs and Support, and Next-Generation Professionals shall be weighted in the following manner to obtain the Overall Score:

Grade Range	Next-Generation Learner	Next-Generation Instructional Programs and Support	Next-Generation Professionals	Total Overall Score
Elementary	60	20	20	100
Middle	60	20	20	100
High	60	20	20	100

(1) The total number of points in the Overall Score shall classify schools and districts into one of three classifications:

(a) Distinguished

(b) Proficient

(c) Needs Improvement

(2) The placement of schools and districts into one of three classifications and the establishment of goals shall use a standard-setting process. The process shall be advised by the National Technical Advisory Panel on Assessment and Accountability, School Curriculum Assessment and Accountability Council and the Office of Education Accountability. The process shall use accepted technical procedures and involve Kentucky school and district administrators and teachers. The Kentucky Board of Education shall review the process and approve the final cut scores and goals that determine placement in one of the three classifications.

(3) If data cannot be calculated for any component, the weights shall be redistributed equally to components that shall be reported for the school or district.

(4) Reporting of component scores and the Overall Score shall include the numeric score and the classification resulting from that score. A directional indicator shall also be reported with the overall and component scores to indicate whether the scores are advancing or declining from previous year scores.

Section 3: Schools and districts shall be placed in categories for the purposes of recognition and support based upon their Overall Score and classification.

Section 4. Categories for Recognition and Support. Categories for the purposes of recognition and support shall be as follows:

(1) "Kentucky Schools or Districts of Distinction" shall include schools and districts that are classified as Distinguished based on their Overall Score that have also received school or district accreditation from a recognized accreditation organization. Districts shall not qualify as a District of Distinction if any of their schools are rated as persistently lowest-achieving schools.

(2) "Kentucky Schools or Districts of High Distinction" shall include Kentucky Schools or Districts of Distinction that score within the top 5% of schools or districts on the Overall Score.

(3) "Kentucky Proficient Schools or Districts" shall include schools or districts that score in the Proficient category of schools or districts on the Overall Score.

(4) "Kentucky Schools or Districts On the Move" shall include schools or districts that score in the Proficient or Needs Improvement category of schools or districts on the Overall Score that also:

(a) Move from low to middle or middle to high levels within the Needs Improvement category;

(b) Show improvement in the areas of

1. Next-Generation Learners;

2. Next-Generation Instructional Programs and Support; and

3. Next-Generation Professionals; or

(c) Attain an Overall Score indicating the school and district is in the top 10% of improvement.

(6) “Needs Improvement Schools or Districts” means schools or districts that score in the Needs Improvement category of schools or districts on the Overall Score. Needs Improvement Schools or Districts shall be divided into three levels: low, middle and high.

Section 5. Recognition. Schools and districts shall receive recognition as follows:

(1) Kentucky Schools and Districts of High Distinction shall receive the following recognition:

(a) Kentucky Department of Education (KDE) approved web logo called “Kentucky School (or District) of High Distinction”

(b) Platinum Flag of Excellence

(c) Ceremony with the Commissioner of Education.

(2) Kentucky Schools and Districts of Distinction shall receive the following recognition:

(a) KDE approved web logo called “Kentucky School (or District) of Distinction”

(b) Gold Flag of Excellence

(3) Kentucky Proficient Schools and Districts shall receive the following recognition:

(a) KDE approved web logo called “Kentucky Proficient School (or District)”

(b) Blue Flag of Excellence

(4) Kentucky Schools and Districts On the Move shall receive the following recognition:

(a) KDE approved web logo called “Kentucky School (or District) on the Move”

(b) Green Flag of Excellence.

Section 6. Support for districts. In addition to compliance with all guidelines in the federal No Child Left Behind Act (NCLB) of 2001, 20 U.S.C. secs. 6301 et seq., or its successor, districts shall receive support, as follows:

(1) The lowest 20% of districts in the Needs Improvement category shall be required to complete the following:

(a) Within ninety (90) days of receiving the annual accountability data, revise the district comprehensive improvement plan and submit it for approval by KDE. The plan shall include the support to be provided to schools by the district. Upon approval by KDE, the district plan shall be posted to the district website, and shall address the following areas:

1. Curriculum alignment within the school(s);
2. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
3. Professional development to address the goals of the plan;
4. Parental communication and involvement;
5. Attendance improvement and dropout prevention;
6. Activities to target the underperforming areas of achievement, gap, growth, college/career readiness and/or graduation rate; and
7. Technical assistance that will be accessed.

(b) Participate in a set of improvement strategies outlined by a district-wide accreditation process.

(c) If directed by the KDE, receive the assignment of a high-achieving partner district of similar demographics for mentor activities as directed by KDE.

(d) Accept ongoing resources throughout the year as assigned or approved by the KDE.

(2) Within the category of Needs Improvement, all the remaining districts not identified in

Section 6 (1) above, shall:

(a) Within ninety (90) days of receiving the annual accountability data, revise the district comprehensive improvement plan. The plan shall include the support to be provided to schools by the district. The district plan shall be posted to the district website and shall address the following areas:

1. Curriculum alignment within the school(s);
2. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
3. Professional development to address the goals of the plan;
4. Parental communication and involvement;
5. Attendance improvement and dropout prevention;
6. Activities to target the underperforming areas of achievement, gap, growth, college/career readiness and/or graduation rate; and
7. Technical assistance that will be accessed.

(3) If a district remains in the Needs Improvement category and does not meet the definitions of being a Kentucky District On the Move for three consecutive years, it shall comply with the strategies outlined in Section 6 (1) above.

(4) KDE shall review and approve all submissions required by this Section, monitor implementation of district plans and provide necessary guidance based upon information gathered from sources such as, but not limited to, the following:

(a) Progress reports from the district

(b) Data reviews

(c) On-site observations

Section 7. Support for schools. In addition to compliance with all guidelines in the federal No Child Left Behind Act (NCLB) of 2001, 20 U.S.C. secs. 6301 et seq., or its successor, identified schools shall receive support, as follows:

(1) Schools identified pursuant to KRS 160.346 as “Persistently low-achieving schools” shall receive assistance and support as required by that statute.

(2) A district containing a school(s) in the lowest 20% of elementary, 20% of middle and 20% of high schools remaining in the Needs Improvement category after identification of the persistently lowest achieving schools shall require the school(s) to:

(a) Within ninety (90) days of receiving the annual accountability data, revise the school comprehensive improvement plan and submit it for approval by the district. The school’s plan shall include the support that will be provided by the district and shall be approved by the district prior to submission to the KDE. Upon approval by KDE, the school plan shall be posted to the appropriate school website, and shall address the following areas:

1. Curriculum alignment within the school;
2. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
3. Professional development to address the goals of the plan;
4. Parental communication and involvement;
5. Attendance improvement and dropout prevention;
6. Activities to target the underperforming areas of achievement, gap, growth, college/career readiness and/or graduation rate; and
7. Technical assistance that will be accessed.

(b) Participate in a set of improvement strategies outlined by either a school-level or a district-wide accreditation process.

(c) If directed by the KDE, receive the assignment of a high-achieving partner school of similar demographics for mentor activities as directed by KDE.

(d) Accept ongoing resources throughout the year as assigned or approved by the KDE.

(3) A district containing a school(s) among all the remaining schools within the category of Needs Improvement that are not identified in Section 7 (2) above shall require the school(s) to:

(a) Within ninety (90) days of receiving the annual accountability data, revise the school comprehensive improvement plan. The school's plan shall include the support that will be provided by the district and shall be approved by the district prior to submission to the KDE.

The school plan shall be posted to the appropriate school website and shall address the following areas:

1. Curriculum alignment within the school;
2. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
3. Professional development to address the goals of the plan;
4. Parental communication and involvement;
5. Attendance improvement and dropout prevention;
6. Activities to target the underperforming areas of achievement, gap, growth, college/career readiness and/or graduation rate; and
7. Technical assistance that will be accessed.

(4) If a school remains in the Needs Improvement category and does not meet the definitions of being a Kentucky School On the Move for three consecutive years, the district shall require it to comply with the strategies outlined in Section 7 (2) above.

(5) KDE shall review and approve all submissions required by this Section, monitor implementation of district plans and provide necessary guidance based upon information gathered from sources such as, but not limited to, the following:

(a) Progress reports from the district

(b) Data reviews

(c) On-site observations

Section 8. Timelines and Conditions for Recognition and Support. (1) Timelines for implementing elements of the Unbridled Learning: College and Career Ready for All Accountability System shall be as follows:

(a) Using the Overall Score from the 2011-12 school year and each school year thereafter, all schools and districts shall be placed into one of the three categories within the Unbridled Learning: College and Career Ready for All Accountability System.

(b) Beginning with the 2011-12 school year, schools qualifying as persistently low-achieving schools shall receive consequences as outlined in KRS 160.346.

(c) Using the Overall Score from the 2013-2014 school year and each school year thereafter, all eligible schools and districts shall receive recognition and support as outlined in this regulation.

(2) Schools and districts identified in Section 4 shall continue to meet eligibility criteria in order to retain their designation and receive recognition for that category.

Section 9. Student group performance measure. (1) The Kentucky Department of Education shall create an annual report for all schools and districts showing the individual achievement

1 scores in each assessed subject for student groups that form the Non-Duplicated Gap Group
2 defined in 703 KAR 5:200. Student groups with more than twenty-five (25) students within
3 assessment grades in a school or district shall have a reported score. The Kentucky Department
4 of Education shall flag all student group performance that falls below the second and third
5 standard deviation compared to all students in the state. Schools and districts with any flagged
6 student groups falling below the third standard deviation shall revise the school and district
7 improvement plans to implement the steps outlined in KRS 158.649. Schools and districts shall
8 utilize guidance from The Commissioner's Raising Achievement/Closing Gaps Council when
9 developing the revised plans.

10 (2) If a school's or district's same student group score remains below the third standard deviation
11 compared to all students in the state for two or more consecutive years, the following additional
12 actions shall occur:

13 (a) Continue actions undertaken during the first year of identification.

14 (b) If directed by the Kentucky Department of Education, receive the assignment of a high
15 achieving partner school/district or focus team for mentor activities as directed by the Kentucky
16 Department of Education.

17 (c) Accept ongoing resources throughout the year as assigned or approved by the Kentucky
18 Department of Education.

19 (3) If a school's or district's same student group remains below the third standard deviation
20 compared to all students in the state for three consecutive years, the following shall occur:

21 (a) The Kentucky Commissioner of Education shall designate schools and districts with
22 continuous low performance of three years or more in any specific student group as a targeted
23 school for assistance.

- 1 (b) The school or district shall undergo a targeted audit focusing on the specific group of students
- 2 with low scores. The targeted audit shall provide a report outlining the strengths and deficiencies
- 3 of the school or district in relation to the group and provide specific support to help the school
- 4 improve achievement of its student group.